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ABSTRACT

During 1987-88, the Chancellor's Office of the California Community Colleges approved a total of 28 new programs, 194 "stand alone" courses, and 658 noncredit courses. Approval was granted for eight new health occupations programs; four in engineering and related technologies; three in law; two each in business/management, communications, fine and applied arts, consumer education/home economics, and commercial services; and one in interdisciplinary honors. Over half of the new courses were in interdisciplinary studies, 30 were in foreign languages, 15 in health occupations, 13 in education, and 10 in computer and information sciences. The program and course additions brought the total of programs offered systemwide to more than 7,000 and the total of courses offered to more than 137,000. An analysis of trends in course and program approvals between 1981-82 and 1987-88 revealed that: (1) the number of credit programs approved was 63 in 1981-82, 16 in 1983-84, and 38 in 1985-86; (2) the number of credit courses approved was 76 in 1981-82, 71 in 1983-84, and 109 in 1985-86; (3) the number of colleges offering noncredit courses increased from 64 in 1977-78 to 94 in 1987-88; and (4) the number of noncredit offerings increased from 10,782 in 1977-78 to 13,128 in 1987-88, with 1978-79 and 1979-80 representing the lowest years. (AYC)

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Annual Report on Course and Program Approvals

by Ronnald Farland, and Rita Cepeda

November 1989

Paper Presented as Agenda Item 1 at a meeting of the Board of Governors of the California Community Colleges(San Diego, CA, November 29-30, 1989).

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Board of Governors
California Community Colleges
November 29-30, 1989

ANNUAL REPORT ON COURSE AND PROGRAM APPROVALS 1

Second Reading, Action Scheduled

Background

The Chancellor reports annually to the Board of Governors on the number and types of new community college programs and courses approved during the preceding academic year. This State-level approval, which is required by both the *Education Code* and *Title 5*, is based on the following criteria: (a) appropriateness to the mission, (b) need for the program or course, (c) quality of design, (d) feasibility for the college/district, and (e) compliance with relevant law, regulation, and Board policy.

This agenda item, which constitutes that annual report, was presented to the Board for First Reading at its September meeting. It is being returned for Second Reading and adoption by the Board.

Analysis

For the 1987-88 academic year, the Chancellor's Office approved a total of 28 programs and 194 "stand alone" courses, submitted by 35 community colleges.

New Programs

The subject areas and the number of new programs approved in each were:

Health Occupations	8
Engineering and Related Technologies *(including the Trades)*	4
Law	3
Business and Management	2
Communications	2
Fine and Applied Arts	2
Consumer Education and Home Economics	2
Commercial Services *(including Food Services)*	2
Interdisciplinary Honors	1

Currently, there are more than 7,000 programs in the systemwide inventory maintained by the Chancellor's Office.

New Courses

It should be noted that not all new courses require Chancellor's Office approval. Only remedial courses, courses for the disabled, and courses that are not part of already approved programs need to be submitted.

For 1987-88, the subject areas and the number of new courses approved in each were:

Interdisciplinary Studies	101
Foreign Languages	30
Health Occupations	15
Education	13
Computer and Information Sciences	10
Biological Sciences	1
Fine and Applied Arts	1

Currently, there are more than 137,000 courses in the systemwide inventory.

The report that follows identifies new trends in program development, provides a fuller description of the program approval process, and comments on the increased availability of systemwide data with full implementation of the Management Information System. The report also discusses current plans for streamlining the process.

Recommended Action

That the Board of Governors accept the *Annual Report on Course and Programs Approvals* submitted by the Chancellor for the 1987-88 academic year.

Staff Presentation: *Ronnald Farland, Vice Chancellor*
Academic Affairs

Rita Cepeda, Dean
Educational Standards and Evaluation

Annual Report on Course and Program Approval: 1987-88

Background

The *Education Code* and Title 5 (Appendix A) require the Chancellor's Office to:

(a) Approve each new program offered by a community college, each new course that is not part of any already approved program, and all new noncredit courses; and

(b) Report annually to the Board of Governors on the numbers and types of new programs and courses approved during the preceding academic year.

This report to the Board fulfills that requirement.

The State requires the central office of each public segment of higher education to review and approve all proposals for new educational programs. This process is overseen by the California Postsecondary Education Commission, which has authority to review and comment on new program proposals in all three public segments. However, it is only in the Community Colleges that State-level approval is required for new courses that are not part of existing programs.

In 1981, CPEC adopted seven principles to guide its review of new programs (Appendix B). The Chancellor's Office uses five criteria in approving new programs that are based on those principles, and which support the unique mission of the community colleges. These five criteria are listed in Appendix C, together with a brief description of the procedures for program review and approval.

In November 1988, the Board adopted new standards for courses applicable to the associate degree. It also initiated a review of course and program approval procedures. This review resulted in a "Five-Point Plan for Streamlining and Strengthening Approval Procedures" (Appendix D) that is currently under consultation.

Course and Program Approvals: 1987-88

New Trends in Program Development

New trends in the evolution and development of community college programs have been noted by Chancellor's Office staff. There are a growing number of programs in such emerging occupations as desktop publishing and computer graphics, paraprofessional training in the health sciences and social services, the applied fine arts, and small-business development. These new programs are particularly appropriate to the community colleges' role in the state's economic development, in that they anticipate – indeed, help to focus attention on, and even define – new occupations on the cutting edge of technology and in "cottage" and service industries.

The occupations for which community colleges play this critical role are those which demand college-level training and skills, but not a baccalaureate degree. New programs in these occupations are designed to meet both the short-term training and the longer-term career needs of students. While they provide immediately marketable skills, they do so through courses that are of transfer-level content and quality, thus facilitating the pursuit of a bachelor's degree when it becomes economically feasible or occupationally necessary.

In planning for these new programs, colleges encounter difficulty in obtaining appropriate labor-market information because many of them are essentially "self-employment" occupations or in highly competitive, entrepreneurial fields where traditional labor-market information is misleading or nonexistent. The colleges' problem in obtaining data to justify these types of new programs is addressed in the revisions to the program approval process contained in the Five-Point Plan (Appendix D).

A second source of difficulty in obtaining sufficient job-market data to justify the initiation of new occupational has been the sparseness or inaccuracy of such data, even for traditional occupations. This problem of inadequate information is expected to be alleviated by the new Labor-Market Information (LMI) project, a joint effort of the Chancellor's Office and the Employment Development Department (EDD) supported by special project funds under the Vocational Education Act. (See Agenda Item 1, July 1989.)

New Programs Approved

Thirty-five community colleges submitted proposals for new programs to the Chancellor's Office during 1987-88. Of those, 28 were approved, compared to the 26 proposals approved the previous year. The approved programs fell into ten curriculum categories (Table 3). The greatest number of approved programs was in the category of Health Occupations, and reflected a wide range of occupational

specialties. Some of the programs submitted for approval represented existing programs that had been redesigned to meet changing student or community needs.

New Courses Approved

By far the largest number of courses initiated by community colleges in any given year are transfer, general education, and vocational courses. Because most such courses do not require State-level approval, the Chancellor's Office has no record of them. (With full implementation of the Management Information System, however, staff will be able to provide the Board with summary data on all new community college courses offered each year.)

For this reason, the new course approvals reported here do not portray new curriculum development in the system as a whole, but only in those few areas where State-level approval is required. Of these, 101 were in precollegiate basic skills, college orientation, job search, and English as a Second Language (ESL). The remainder were "stand alone" courses in disciplines for which colleges had no existing program; the largest number (30) of these were in foreign languages. (Beginning in 1989-90, many of the courses in basic skills development will be reclassified as "nondegree applicable credit" courses, pursuant to new academic standards adopted by the Board in January 1988.)

Chancellor's Office staff expects that its next report, for the 1988-89 academic year, will show a substantial increase in new courses (primarily noncredit) in ESL and citizenship, reflecting the heavy demand for such instruction created by passage of the federal Immigration Reform and Control Act (IRCA) of 1986 and the massive influx of new residents from other countries.

Staff also expects continuing growth in the requests for approval of nondegree-applicable credit courses in basic skills as matriculation enters its third year and student assessment and placement practices become more institutionalized.

Program Terminations

The information in this annual report provides only a very limited picture of course and program activity at the local level. Because of the constraints imposed by the "growth cap," one reasonably can assume that colleges have to terminate existing programs and courses to make room for new ones. The Management Information System, when fully implemented, will provide data on terminations as well as approvals, enabling staff to identify shifts in the curriculum and make judgments on a systemwide basis about the overall balance, currency, responsiveness, and vitality of community college courses and programs.

Summary Data

Programs and Courses Approved for Credit

Table 1 displays the number of community college programs and courses approved for credit from 1981-82 through 1987-88, classified according to Taxonomy of Program (TOP) categories. Table 2 displays the same information graphically. Table 3 lists each program and course approved for credit by the Chancellor's Office in 1987-88, grouped by discipline and college. (Because of its length, Table 3 has been placed at the end of this report, preceding the appendices.)

Courses not Approved for Credit

Table 4 provides information on courses that were not approved by the Chancellor's Office, by curriculum category and number of courses. Staff concluded that 22 of the 658 courses submitted in 1987-88 did not meet credit-course approval criteria. Some were judged to be essentially avocational or recreational. The need for others of a vocational nature was not supported by the accompanying analysis of labor-market demand.

Noncredit Courses Approved

During 1987-88, the Chancellor's Office approved a total of 658 noncredit courses, an increase of approximately 5.3 percent over the previous year. Table 5 displays the number and percentage of newly approved courses, grouped by State-supported categories. Over 75 percent (515) of these courses fell into one of three categories: (a) short-term vocational courses with high-employment potential, (b) courses for older adults, (c) basic skills courses at the elementary- and secondary-school level. Thirteen noncredit courses were disapproved because staff deemed them to be either community service classes or not appropriate to the categories of courses eligible for State funding, as defined by Section 84711 of the *Education Code* (Appendix C).

The data in Table 6 cover an eleven-year period, 1977-78 through 1987-88. They show the number of community colleges approved to offer noncredit courses; the total number of approved noncredit courses listed in the statewide inventory maintained by the Chancellor's Office; and the yearly percentage change. Table 7 displays the same data in graphic form.

Following the passage of Proposition 13 in 1978, the Legislature redefined and limited the number of noncredit community college courses, and reduced funding for those remaining. That action likely accounts for a reduction in the number of noncredit courses submitted and approved during 1981-82 and 1982-83.

The increase in the number of noncredit courses approved in recent years partly reflects a reclassification of courses from credit to noncredit status, sometimes

voluntarily by the colleges, sometimes on advice by the Chancellor's Office. It also reflects the response of community colleges to the needs of new students in the Greater Avenues for Independence (GAIN) (welfare reform) and IRCA (immigration reform) programs.

Between 1978-79 and 1983-84, the number of community colleges offering noncredit courses increased by 23. Of these, twelve colleges use noncredit only in order to offer tutorial courses, since by Board regulation tutorial courses may not be offered for credit.

TABLE 1

APPROVED CREDIT PROGRAMS AND COURSES

1981-82 through 1987-88

	Curriculum Categories	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88	
		Programs	Courses	Programs	Courses	Programs	Courses	Programs	Courses	Programs	Courses	Programs	Courses	Programs	Courses
0100	Ag. & Nat. Resources	1	0	0	3	0	2	0	1	0	1	1	0	0	0
0200	Arch. & Env. Design.	0	0	1	0	0	0	0	0	0	1	0	0	0	0
0400	Biological Science	3	0	0	0	0	0	0	4	0	1	0	0	0	1
0500	Business & Mgmt.	7	6	1	0	0	2	3	5	2	7	0	0	2	0
0600	Communications	1	3	0	2	0	2	0	1	2	12	0	5	2	0
0700	Computer & Info. Sci.	6	11	2	1	5	9	1	7	3	5	3	0	0	0
0800	Education	0	4	0	7	1	6	1	7	0	12	1	7	0	10
0900	Engin & Related Tech[1]	14	14	7	0	5	9	7	20	8	14	6	4	4	13
1000	Fine & Applied Arts	1	2	3	0	0	1	5	2	2	1	4	4	2	1
1100	Foreign Language	2	4	1	5	1	3	5	4	1	3	0	22	0	30
1200	Health Occupations	6	4	3	6	2	12	2	7	4	15	3	15	8	15
1300	Cons Ed & Home Econ	2	2	0	2	0	3	1	0	5	4	1	10	2	1
1400	Law	1	3	1	0	0	1	1	0	1	0	0	2	3	0
1500	Letters	4	1	0	1	0	1	1	9	0	2	0	7	0	4
1600	Library Science	0	1	0	0	0	0	0	0	0	0	0	3	0	1
1700	Math	1	0	0	0	0	0	0	0	0	0	0	0	0	0
1800	Military Science	0	0	0	0	0	0	0	0	0	0	0	0	0	3
1900	Physical Science	4	2	1	0	0	0	0	0	0	5	0	0	0	3
2000	Psychology	0	1	0	1	0	2	0	0	0	0	0	3	0	0
2100	Public Affairs	1	0	2	0	1	2	1	3	2	6	3	3	2	8
2200	Social Science	4	7	2	2	1	2	0	4	0	5	4	2	0	0
3000	Commercial Services[2]	0	0	0	0	0	0	1	7	5	0	0	0	2	0
4900	Interdisciplinary[3]	2	10	0	15	0	11	0	34	3	15	0	41	1	101
5300	Apprenticeship	3	1	13	0	0	3	0	0	0	0	0	0	0	0
	TOTALS	63	76	37	45	16	71	29	125	38	109	26	128	28	194

[1] Technologies include electronics, mechanical, industrial, drafting, printing, construction trades.

[2] Commercial services include food services.

[3] Interdisciplinary includes liberal studies, basic skills, English as a Second Language, and offerings for the substantially handicapped.

TABLE 2

APPROVED CREDIT PROGRAMS AND COURSES

1981-82 through 1987-88

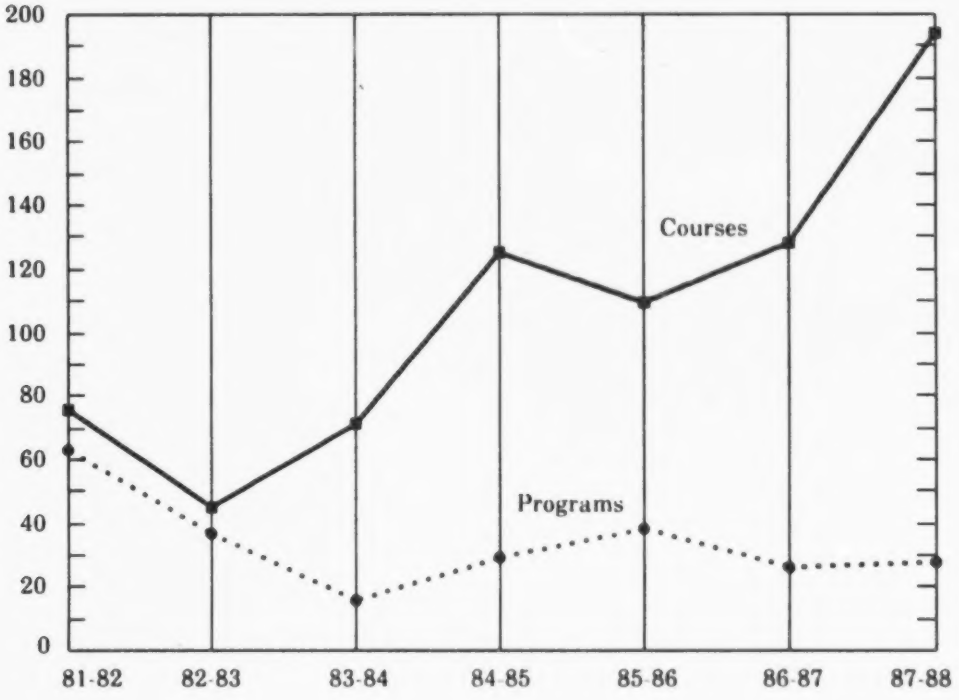


TABLE 3

APPROVED CREDIT PROGRAMS AND COURSES, 1987-88

Curriculum Categories		College	Program Title	Course Title
0400	Biological Science	Southwestern		Independent Study (BTNY 299)
0500	Business & Mgmt.	DeAnza	Small Business	
		Fresno	Business Office Occupations	
0600	Communications	Golden West	Television Productions and Operations	
		Rio Hondo	Mass Communications Certificate	
0800	Education	Kings River		Health Ed. 41-Hygiene Health Ed. 49-First Aide & Safety
		Lake Tahoe		Techniques of Tutoring
		Coastline		Education 100-Teacher Aide Training Education 101-Basic Literature, Tutor Training
		Feather River		Health Ed. 601A Therapeutic Recreation Health Ed. 601B Therapeutic Recreation Health Ed. 601C Therapeutic Recreation
		Southwestern		Health 295 Selected Topics in Health Health 299 Independent Study
0900	Engin. & Related Tech.[1]	Bakersfield		Water Technician 51 Water Technician 52 Water Technician 53
		Foothill	Floor Covering Crafts Apprenticeship	
		Imperial		Plumbing 27 Plumbing 31 Plumbing 18-Basic Science & Mechanics
		Lassen		Elec. Tech. 50-Intro to Electronics
		Mt. San Jacinto		Electrical Lineman Apprenticeship Program I
		Ohlone	Electro-Mechnical Engineering Tech.	
		Oxnard	Industrial Elect.	
		Rancho Santiago	Quality Assurance	
		Saddleback		Basic Aviation Science Intro. to Boat Construction & Maintenance Boat Construction
		Southwestern		DRFT 295 Selected Topics in Drafting DRFT 299-Independent Study
1000	Fine & Applied Arts	Antelope Valley	Commercial Music	Introduction Video
		Chabot	Graphic Communications	

[1] 0900 includes electronics, mechanical, industrial drafting, printing and construction trade technologies.

TABLE 3 – *Continued*

Curriculum Categories	College	Program Title	Course Title
1100 Foreign Language	Antelope Valley		American Sign Language I American Sign Language II
	Glendale		Chinese 110 Chinese 111 Chinese 112 Armenian 101 Armenian 102 Latin 101 Latin 102 Latin 103 Latin 104 Italian 101 Italian 102 Italian 103 Italian 104 Italian 110 Italian 111 Italian 112 Italian 113 Japanese 110 Japanese 111 Russian 110
	Southwestern		Selected Topics in Chinese Independent Study-CHIN 299 Italian 295-Selected Topics in Italian Italian 299-Independent Study JPN 295-Japanese JPN 299-Independent Study PIL 295-Selected Topics in Philipino PIL 299-Independent Study
1200 Health Occupations	Butte	Cardiovascular Technology	Advanced First Aide Instructor Training
	Cerro Coso		Health Science 52A Emergency Medical Tech. 1-A Refresher Health Science 52B Emergency Medical Tech. 1-A Refresher Health Science 52C Emergency Medical Tech. 1-A Refresher Health Science 52D Emergency Medical Tech. 1-A Refresher
	Chabot		Medical Science Terminology Applications Medical Science Etilogical Basics for Disease Medical Science Cardiovascular System Physicians 294 Brain, Mind & Behavior Medical Terminology-Diagnostic & Patient Risk Medical Terminology-Obstetrics & Gynecology
	Citrus		164 Cardio-Pulmonary Resus. Basic Life Opthalmic Disp. II
	Feather River		HLTOC 301-Homemaker Aide-Respite Pro. Training
	Imperial Valley	Pharmacy Technician	
	Mt. San Jacinto	Assoc. Degree Registered Nursing	
	Sacramento City	Occupational Therapy Technology	

TABLE 3 – *Continued*

Curriculum Categories		College	Program Title	Course Title
1200	**Health Occupations** *(continued)*	Saddleback	Emergency Medical Tech. - Paramedic (EMT 220)	
		San Jose		Intro. to Occupational Therapy
		College of the Sequoias	Athletic Training Sports Medicine	
		Southwestern	Surgical Tech.	PME 299-Independent Study
1300	**Cons. Educ. & Home Econ.**	Columbia	Child Development	
		Imperial	Nutrition Management	
		Vista		FACS 055A-D Family & Personal Relationship Effect of Disability & Illness
1400	**Law**	L.A. Mission	Legal Assistant	
		College of the Redwoods	Paralegal Studies	
		Sacramento City	Legal Assistant	
1500	**Library Science**	Lake Tahoe		SPE 101 Public Speaking REL 101 Old Testament REL 103 World Religions Speech Communication
1600	**Library Science**	Hartnell		Library Instruction 102 Basic Library Skills for Special Needs
1800	**Mathematics**	Palomar		Beginning Leadership Medical Science I Intro. to Medical Science, Medical Science II Cadet Basic Comp., Medical Science 22
1900	**Physical Science**	Southwestern		PH S Selected Topics in Physical Science I PH S 299 Independent Study PH. 295 Selected Topics in Physical Science
2100	**Public Affairs**	Butte		Topics in Nutrition for Local Care Providers: Vegetarianism Activity Therapy for the Elderly Advanced Techniques in Activity Therapy Basic Concepts in Community Care Adv. Concepts in Community Care Providing Residential Care in the Community Caring for the Elderly Topics for Community Care Providers Topics in Nutrition
		Cabrillo		Home Health Aide Certification (GERON 123)
		Santa Barbara	Recreation 1 Year Certificate	
		Sierra	Fire Technology	
3000	**Commercial Services**	Lake Tahoe	Innkeeping & Restaurant Opers., Food Technology Concentration	
		MiraCosta	Hotel/Restaurant/Tourism Management	

[3] Interdisciplinary includes liberal studies, basic skills, English as a Second Language, and offerings for the substantially handicapped.

TABLE 3 – *Continued*

Curriculum Categories	College	Program Title	Course Title
4900 Interdisciplinary[2]	Allan Hancock		Library Research Skills-Independent Studies
	Bakersfield		General Work Experience
	Butte	Honors Program	
	Cabrillo		Humanities 3 The Nuclear Age
	Coastline		Special Education - 055AF Post-concussion Cognitive Retraining Interact Cognitive Retraining Cognitive Retraining Modeul IV Cognitive Retraining SPED 003AB Cognitive Retraining SPED 002AB Cognitive Retraining
	Evergreen Valley		Diagnostic Learning
	Glendale		Sign Language 101 Sign Language 102 Sign Language 203 Math 190
	Hartnell		Extended Eng. Practice Composition for ESL
	Irvine Valley		College Orientation & Ed'l (APSY 100) Planning Managing Stress & Test Anxiety (APSY 104) Dynamics of the Job Search APSY 174 ESL 383, Devel. Skills II ESL 382, Devel. Skills I ESL 381, Basic Skills II ESL 380, Basic Skills I ESL 378, Oral Communication ESL 372, Interm. Conversation ESL 370, Beg. Conversation ESL 362, Inter. Pronunciation ESL 360, Beg. Pronunciation ESL 294, Advanced Grammar Rev. ESL 293, List & Notetaking Skills ESL 292, Adv. Vocab. Skills ESL 291, Devel. Read Skills ESL 289, Academic Skills II ESL 288, Academic Skills I ESL 268, Adv. Pronunciation
	Lake Tahoe		College Success New Directions College Readiness Psych. of Winning
	Lassen		Careers 90-Career Workshops
	Napa Valley		English 74: ESL Basic Reading
	Orange Coast		Beginning Grammar Beginning Listening & Speaking Beginning Reading Ed. 110-Intro. to Bilingual Classroom Methods Learning Skills 052AD Learning Skills 051AD Learning Skills 001AD
	Palomar		SPED 118-Learning Mgmt. Strategies for the Disabled SPED 120-Speech & Language Development Articulation Problems

[2] Interdisciplinary includes liberal studies, basic skills, English as a Second Language, and offerings for the substantially handicapped.

TABLE 3 – *Continued*

Curriculum Categories	College	Program Title	Course Title
4900 **Interdisciplinary**[2] *(continued)*	Palomar *(continued)*		SPED 121-Speech & Language Dev. Language Problems SPED 122-Speech & Language Dev. Rage/Fluency Problems SPED 123-Speech & Language Dev., Voice Problems SPED 124-Speech & Language Dev., Hearing Problems SPED 130-Assistive Com. Devices for Students with Disabilities
	Saddleback		SPS 310-Alternative Learning Strategies & Styles SPS 200-Employment Stretegies Special Services 330 Special Services 320 Special Services 340
	San Jose		Individualized: Problem Solving Critical Thinking Individualized: Spelling Improvement I Individualized: Spelling Improvement II Individualized: Reading II Individualized: Reading III Individualized: Vocab. Improvement Individualized: Study Skills Individualized: Report Writing Skills Individualized: Writing Improvement Communication Skills
	Southwestern		Career Planning for the ESL Student ESL 295 Selected Topics in ESL ESL 299 Independent Study HUM 295 Selected Topics in Humanities HUM 299 Independent Study PD 150-151 Specialized Tutorial Projects I, II PD 151-152 Advanced Specialized Tutorial Projects I, II PD 101 Social & Psych. Aspects of Disability PD 100 Career Planning PD 50-73 Diagnostic Learning Program I-XXIV PD 41 - How to Get a Job PD 299 Independent Study PD 295 Selected Topics in Personal Development PD 80 Grammar Skills for Learning Disabled I PD 81 Grammar Skills for Learning Disabled II PD 83 Spelling Skills for Learning Disabled I PD 84 Spelling Skills for Learning Disabled II PD 85 Spelling Skills for Learning Disabled III PD 86 Spelling Skills for Learning Disabled IV CL 115 Programming Using BASIC CL 119 Computer Literacy-Apple IIe CL 120 Computer Literacy-IBM PC ESL 36-Writing IV ESL 25-Writing I ESL 26-Writing II ESL 45-ESL Writing V ESL 46-Writing VI ESL 35-Writing III

[2] Interdisciplinary includes liberal studies, basic skills, English as a Second Language, and offerings for the substantially handicapped.

TABLE 4

NUMBER OF CREDIT COURSES NOT APPROVED

1987-88, by Curriculum Category

Curriculum Category		Number of Courses
1200	Foreign Language	2
1500	Letters	1
2000	Psychology	1
2100	Public Affairs	2
4900	Interdisciplinary	
	Basic Skills	13
	Learning Skills/Handicapped	3
	Total	22

TABLE 5

NUMBER OF NONCREDIT COURSES APPROVED STATEWIDE

1987-88

Area	Number Approved	Percent of Total
Parenting	29	4.4
Elementary and Secondary Basic Skills[1]	132	20.1
English as a Second Language	10	1.5
Citizenship for Immigrants	4	0.6
Courses for Handicapped	36	5.5
Short-Term Vocational	207	31.5
Courses for Older Adults	176	26.7
Home Economics	29	4.4
Health and Safety	35	5.3
Totals	658	100.0

[1] Includes tutoring courses which, by Board action, must now be categorized as noncredit.

TABLE 6

NUMBER OF COLLEGES OFFERING NONCREDIT COURSES AND NUMBER OF NONCREDIT COURSES APPROVED STATEWIDE

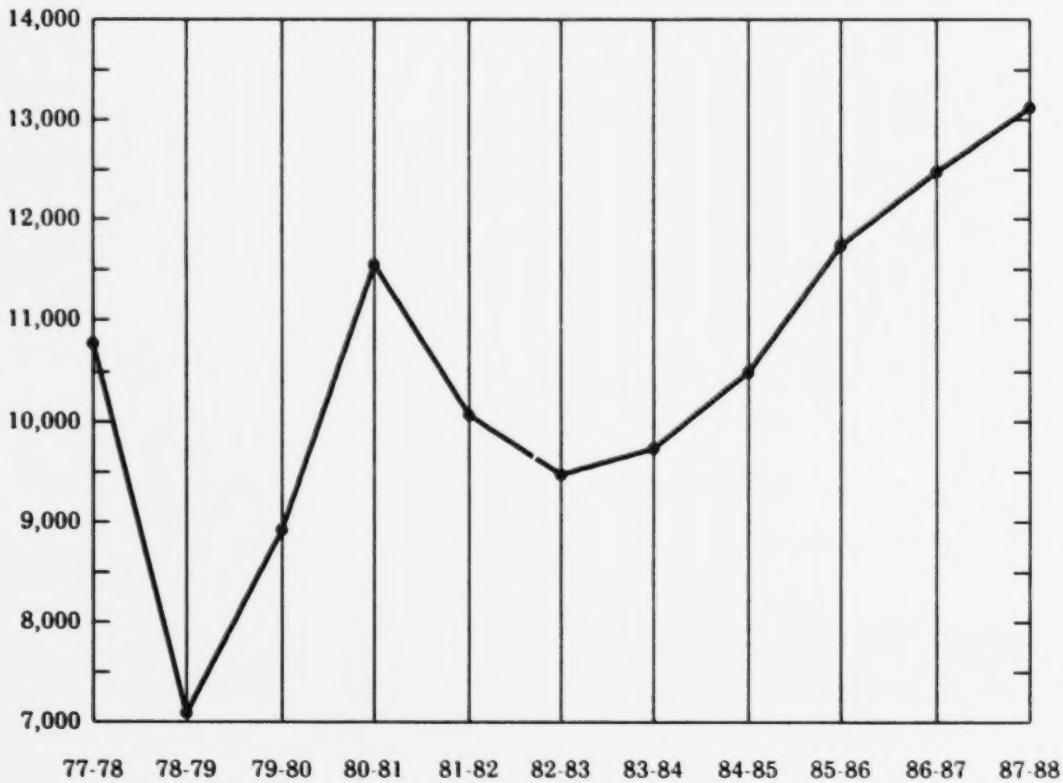
1977-78 through 1987-88

Year	Number of Colleges	Courses		
		Number of Courses	Change	Percent Change
1977-78	64	10,782		
1978-79	59	7,095	3,681	-34.0
1979-80	63	8,928	+1,833	+25.8
1980-81	67	11,563	+2,635	+29.5
1981-82	69	10,067	-1,496	-12.9
1982-83	70	9,473	-594	-5.9
1983-84	71	9,740	+267	+2.8
1984-85	80	10,478	+738	+7.6
1985-86	86	11,742	+1,265	+12.1
1986-87	93	12,470	+728	+6.2
1987-88	94	13,128	+658	+5.3

TABLE 7

NUMBER OF APPROVED NONCREDIT COURSES STATEWIDE ANNUALLY

from 1977-78 through 1987-88



APPENDIX A

AUTHORITY

Excerpts of statutes and regulations governing course and program approval

California Education Code:

§78200 Preparation of courses of study: Review

Courses of instruction and educational programs shall be prepared under the direction of the governing board of each community college district. Such educational programs shall be submitted to the board of governors for approval. Courses of instruction which are not offered in approved educational programs shall be submitted to the board of governors for approval. The district governing board shall establish policies for, and approve, individual courses which are offered in approved educational programs without referral to the board of governors.

§78200.5 Course approval criteria; Course review

(a) The Chancellor's office of the California Community Colleges shall prepare, distribute, and maintain a detailed handbook ... The handbook shall contain course approval criteria, implementation plans for administrative regulations, and procedures for securing course and program approvals.

(b) The Chancellor's office of the California Community Colleges shall monitor and review courses and programs which were approved under the provisions of Section 78200 for compliance with applicable statutes and regulations on a periodic basis.

§78203 Approval of courses.

No state funds shall be apportioned to a community college district on account of the attendance of students enrolled in a community college course unless the course was offered in an educational program, as defined by Section 78200, approved by the board of governors or the course itself was approved by the board of governors.

§78405 Standards for basis for apportionment.

The Board of Governors shall establish standards including standards of attendance, curriculum, administration, and guidance and counseling service for such classes as a basis for the several apportionments of state funds provided herein for the support of such classes...

§78015 District Job Market Study.

(a) The governing board of a community college district shall, prior to establishing a vocational or occupational training program, conduct a job market study of the standard metropolitan statistical area, as those terms are defined in Section 52301.5, in which it proposes to establish the program. To the extent possible, the study shall use the California Occupational Information System, as defined in Section 52301.5, and other available sources of labor market information. The study shall be conducted in cooperation with the Employment Development Department, prospective employers, and the districts advisory committee on vocational education. The Employment Development Department may cooperate in the study, to the extent possible, within existing resources. The study shall include an analysis of existing vocational and occupational education or training programs for adults maintained by high schools, community colleges, and private postsecondary schools in the area to insure that the anticipated employment demand for students in the proposed programs justifies the establishment of the proposed courses of instruction.

(b) Subsequent to completing the study required by this section and prior to establishing the program, the governing board of the community college district shall determine whether or not the study justifies the proposed vocational education program.

(c) If the governing board of the community college district determines that the job market study justifies the initiation of the proposed program, it shall, by resolution, determine whether the program shall be offered through the district's own facilities or through a contract with an approved private postsecondary school pursuant to the provisions of Section 8092.

Title 5. California Administrative Code

§55000 Definitions

(a)"Course" means an organized pattern of instruction on a specified subject offered by a community college.

(b) "Educational program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

(c) "Class" means a community services offering.

§55100. Course Approval

(a) Except as provided in subsection (b) and Section 55160, each course to be offered by a community college shall be approved by the Chancellor before the course is offered by the colleges. The course shall be submitted to the Chancellor on forms provided by the Chancellor's Office.

(b) If an educational program has been approved by the Chancellor, the governing board of a district shall establish policies for, and may approve individual courses which are offered as part of an approved program. Such courses need not be approved by the Chancellor, but shall be reported in the manner provided in subsection(c).

(c) For each course approved by a district, whether or not Chancellor's Office approval is required, the district shall designate the appropriate classification of the course or activity in accordance with Section 55001.

§55130 Approval of Credit Programs

(a) Before offering any course as a part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the Chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the Chancellor.

(b) The application for approval shall contain at least the following:

(1) The name of the proposed program
(2) The description of the proposed program
(3) The purposes and specific objectives of the proposed program
(4) The place of the proposed program in the district master plan

(5) An explanation of whether the program is appropriate to the objectives and conditions of higher education and community college education in California and whether it conforms to statewide master planning.
(6) The need for the proposed program ascertained with regard to at least the following factors:

(A) Other community colleges in the area currently offering the program.
(B) Other programs closely related to the proposed program offered by the college
(C) Relation of the proposed program to job market analysis
(D) Enrollment projection for the proposed program
(E) Recommendations of area vocational master plan committees when applicable.
(F) The classification of the courses in the program in accordance with Section 55001.

(7) The need for and present adequacy of the following resources shall be determined in relation to the proposed program:

(A) Library resources.
(B) Facilities and equipment required to initiate and sustain the program. If a new facility is to be used, reference should be made to the five-year master plan.
(C) Availability of adequate or proposed financial support
(D) Availability of faculty.
(E) The development, establishment and evaluation of an education program shall include representative faculty involvement.

§55180. Chancellor's Report.

The Chancellor shall report to the Board at a fall meeting, the actions which have been taken in approving courses and programs submitted to the Chancellor pursuant to the provisions of this chapter.

APPENDIX B

THE COMMISSION'S ROLE IN THE REVIEW OF DEGREE AND CERTIFICATE PROGRAMS

I. LEGISLATIVE MANDATE FOR THE COMMISSION'S ROLE

In establishing the California Postsecondary Education Commission as the statewide planning and coordinating agency for postsecondary education, the Legislature recognized the review of academic and occupational programs as one of the central functions of the Commission. Among the agency's other functions and responsibilities, these relating to program review are designated:

1. *It shall require the governing boards of the segments of public postsecondary education to develop and submit to the commission institutional and systemwide long-range plans in a form determined by the commission after consultation with the segments.*

2. *It shall prepare a five-year state plan for postsecondary education which shall integrate the planning efforts of the public segments and other pertinent plans . . . . In developing such plan, the commission shall consider . . . (b) the range and kinds of programs appropriate to each institution or system . . . [and] (g) the educational programs and resources of private postsecondary institutions . . . .*

6. *It shall review proposals by the public segments for new programs and make recommendations regarding such proposals to the Legislature and the Governor.*

7. *It shall, in consultation with the public segments, establish a schedule for segmental review of selected educational programs, evaluate the program review processes of the segments, and report its findings and recommendations to the Governor and the Legislature.*

8. *It shall serve as a stimulus to the segments and institutions of postsecondary education by projecting and identifying societal and educational needs and encouraging adaptability to change.*

11. *It shall periodically review and make recommendations concerning the need for and availability of postsecondary programs for adult and continuing education.*

13. *It shall maintain and update annually an inventory of all off-campus programs and facilities for education, research and community services operated by public and private institutions of postsecondary education (Education Code: Chapter 1187, Section 22712).*

II. GUIDING PRINCIPLES

In a system of postsecondary education consisting of a diversity of institutions offering a wide range of programs and services, the review of plans and programs must be guided by a concern for the broad public interest. It must encourage programs that will increase the knowledge and skills of individual citizens and be accessible to everyone with the ability and desire to benefit from them. It must support programs and activities that promise to advance the frontiers of knowledge. And it must seek to foster quality within each segment and institution, preserving institutional identity, initiative, and vitality in the process.

At the same time, it must be alert to possible unnecessary duplication of effort, excessive costs, and inefficiencies in the allocation of resources.

As defined in statute, the Commission's role in the review process is advisory. The Commission's recommendations will be based on criteria which, to varying degrees, should guide the process at all levels. While all of the criteria listed below must be taken into account, they cannot be assigned fixed weight in determining the need for every degree or certificate program. The criteria to be employed by the Commission in defining the public interest as it relates to academic and occupational programs, not necessarily listed in order of importance, are the following:

1. Student Demand

Within reasonable limits, students should have the opportunity to enroll in programs of study in which they are interested and for which they are qualified. Therefore, student demand for programs, indicated primarily by current and projected enrollments, is an important consideration in determining the need for a program.

2. Societal Needs

Postsecondary education institutions bear a responsibility to fulfill societal needs for trained manpower and for an informed citizenry. Even though projecting manpower needs is far from being an exact science, such projections serve as one indication of the need for an existing or proposed program. As a general rule, employment prospects for graduates constitute a more important consideration in those programs oriented toward specialized occupational fields; with certificate or associate degree programs, the local employment market tends to be more significant than in the case of graduate programs where the state and national manpower situation assumes more importance. Recognizing the impossibility of achieving and maintaining a perfect balance between manpower supply

and demand in any given career field, it nevertheless is important to both society and the individual student that the number of persons trained in a field and the number of job openings remain in reasonable balance.

3. Appropriateness to Institutional and Segmental Mission

Programs offered by any institution within a given segment must comply with the delineation of function for that segment set forth in the California Master Plan, as well as with its own statement of mission and special emphasis approved by the segmental governing body.

4. The Number of Existing and Proposed Programs in the Field

An inventory of existing and proposed programs, compiled by the Commission staff from the plans of all segments of postsecondary education, provides the initial indication of apparent duplication or undue proliferation of programs, both within and among the segments. The number of programs alone, of course, cannot be regarded as an indication of unnecessary duplication. Programs with similar titles may have varying objectives; the regional distribution of programs in public institutions is a consideration; and the level of instruction is a factor. In general, each program should be evaluated in relation to all other programs in the subject in order to ascertain if the program under review represents a responsible use of public resources.

5. Total Costs of the Program

The relative costs of a program, when compared with other programs in the same or different program areas, constitute another criterion in the program review process. Included in the consideration of costs are the number of new faculty required and the student/faculty ratios; and the equipment, library resources, and facilities necessary to conduct the program. For a new program, it is necessary to know the source of the funds required for its support, both initially and in the long run.

6. The Maintenance and Improvement of Quality

The public interest demands that educational programs at all levels be of the highest possible quality. While primary responsibility for the quality of programs rests with the institution and the segment, the Commission, for its part, is interested in indications that high standards have been established for the operation and evaluation of the program. In the process, it is necessary to recognize that a proper emphasis on quality may require more than a minimal expenditure of resources.

7. The Advancement of Knowledge

The program review process should encourage the growth and development of creative scholarship. When the advancement of knowledge seems to require the continuation of existing programs or the establishment of programs in new disciplines or in new combinations of existing disciplines, such considerations as costs, student demand, or employment opportunities may become secondary.

III. DEFINITIONS

Program

An academic or occupational program is a series of courses arranged in a sequence leading to a degree or certificate.

Program Plan

An academic or occupational program plan contains at least an inventory of the programs offered or projected by the campuses within a segment or by a group of independent or private institutions, including a proposed timetable for the implementation of projected programs. A plan should also indicate any special curricular emphases approved for individual campuses, and may also contain narrative descriptions of problem areas, program trends, future needs, and other matters relating to academic planning. In general, academic plans are prepared for five-year periods and revised and updated annually.

Program Proposal

A program proposal is a document prepared by a campus describing and justifying the need for a degree or certificate program it wishes to establish.

Research Center or Organized Research Unit

A research center or organized research unit is a formal organization created to manage a number of research efforts within a university or segment.

Intersegmental Program Review Council

The Intersegmental Program Review Council is an advisory body whose function is to assist the staff of the Commission in coordination and review of academic plans and programs. The Council will consist of designated representatives from the office of the President of the

University of California, the office of the Chancellor of the State University and Colleges, the office of the Chancellor of the California Community Colleges, the California Postsecondary Education Commission, and of a representative designated by the Association of Independent California Colleges and Universities. The Council will also consult, on appropriate issues, with representatives from the State Department of Education, the Commission on Teacher Preparation and Licensure, the Council for Private Postsecondary Education, and the California Advisory Council on Vocational Education.

Segmental Staff

Segmental staff refers to the designated representatives of the chief executive officers of the segments.

Commission Staff

Commission staff refers to the designated representatives of the Director of the Commission.

IV. COMMISSION REVIEW OF PROGRAM PLANS

Commission staff will participate in the annual program planning cycle with each of the public segments and will prepare an annually revised State Program Plan. The six major steps in this yearly cycle are outlined below.

Step One: Segmental Preparation of Five-year Program Plans

By July 1 each year, segmental offices will prepare a five-year academic and occupational program master plan for their segment and submit a copy of this plan to the Commission staff. This master plan should contain a systemwide inventory of existing graduate and undergraduate degree and certificate programs and organized research units, along with a list of projected degree or certificate programs and research centers planned for establishment during the next five years. The list should be accompanied by a brief statement (roughly one page) for each projected program containing a description of the program and the reasons for proposing it, the relationship of the program to existing programs and to the mission of the campus, its new staff and facilities requirements, and the possible date for the program's initiation.

In addition, this segmental program master plan should indicate what existing programs on each campus are scheduled for review during each

of the next two years. It should also identify campuses that have been designated as centers for the special development of certain curricular areas, comment on fields of study in which supply and demand imbalances may be developing, and discuss any other issues related to program review the segment chooses to single out for attention.

Step Two: Commission Staff Review of Segmental Plans

By August 15, the Commission staff will integrate the segmental plans and prepare a draft of a five-year State Program Plan, identifying potential problem areas. In its review and integration of segmental plans, Commission staff will take into account the criteria of need listed on pp. 2-4 above and will be alert to other issues arising from an examination of segmental plans from an intersegmental perspective.

Step Three: Intersegmental Review of Draft State Program Plan

By October 1, the Intersegmental Program Review Council will meet to refine the State Program Plan and attempt resolution of issues. The Council will consider possible conflicts among the academic master plans of the segments, review Commission staff recommendations, and advise Commission staff on other matters relating to the preparation of the State Program Plan, including needed manpower and related curricular studies which should be undertaken by the Commission.

Step Four: Commission Staff Revision of Draft Plan

By December 15, in consultation with the Council, Commission staff will prepare a revised draft of the State Program Plan, including issues that the Council was unable to resolve, for presentation to the Commission for its review and consideration.

Step Five: Commission Action on Plan

By January 15, after discussion and possible amendment of the plan prepared by the staff, the Commission will adopt the final version of the State Program Plan and submit it to the Governor and Legislature.

Step Six: Segmental Revision of Five-Year Program Plans

Finally, the segments should consider revising their five-year program plans in harmony with recommendations in the State Program Plan as adopted by the Commission.

V. COMMISSION REVIEW OF PROGRAM PROPOSALS

By a careful screening of projected programs listed in the segmental program master plans, Commission staff expects to reduce the number of detailed proposals for individual programs it reviews intensively. If the Commission staff has not challenged a projected program appearing in a segmental master plan for at least two years immediately prior to its intended implementation date, concurrence by Commission staff is to be assumed. If a proposed program has not appeared in the segmental master plan, or if the need for the program has been questioned by Commission staff in the State Program Plan, Commission staff will review the proposal as follows:

Step One: Segmental Preparation of Program Proposal

Segmental offices will submit information in a mutually agreeable form about proposed programs to the Commission staff for review. All proposals for programs to be initiated in the fall term should be submitted to the Commission staff before March 15. The deadline for proposals for programs scheduled to begin in the winter or spring term is October 15.

Segmental staff will also notify the Commission of their approval of program changes that do not require Commission staff review (such as proposed programs that have been projected in the segment's program plan for at least two years, changes in name, options, or areas of concentration within a program) by forwarding a brief description of the approved change to the Commission staff for its information.

Step Two: Commission Staff Review of Proposal

Commission staff will review the proposal in accordance with the criteria stated on pp. 2-4 above. If the staff does not comment on the proposal within 60 days after it is received, concurrence with the segmental recommendation for approval is to be assumed. The Commission staff will direct questions regarding the proposal to the segmental office rather than to the campus or program staff directly involved, or will consult the segmental office before communicating with a campus.

Step Three: Segmental Review of Commission Staff Recommendation

If a segment disagrees with a recommendation from the Commission staff regarding a program proposal, either party may bring the proposal to the Commission for its review and comment.

Step Four: Commission Action on Proposals

In accordance with its legislative mandate, the Commission will report its actions regarding proposals to the Legislature and the Governor, usually in the form of a summary of program review activities prepared in November or December of each year.

VI. COMMISSION PARTICIPATION IN THE REVIEW OF EXISTING PROGRAMS

The public interest in program review on the campuses of public institutions requires assurance that all academic and occupational programs are reviewed regularly and that the reviews are reasonably rigorous and objective. Since a systematic evaluation of existing degree programs is an essential part of the academic process, the responsibility for the quantitative and qualitative review of existing programs must rest with the campus and the segments. But because of its mandate to establish a schedule for segmental review of selected educational programs and to evaluate the program review processes of the segments (Item 7, p. 1 above), the Commission will promote the adoption of a schedule on each campus and encourage consistency in the structure and thoroughness of the review procedures. The Commission's interest in segmental review procedures, therefore, will be directed toward these ends:

a. To make certain that systematic review of existing programs is occurring on all campuses within each of the segments;

b. To suggest if necessary, and in consultation with the Intersegmental Program Review Council, procedures to be followed in reviewing programs and in reporting the results of those reviews; and

c. To evaluate periodically the effectiveness of the program review practices of the segments.

The Commission staff will seek to achieve these ends in two ways: through (1) its evaluation of regular segmental reviews of existing programs, and (2) its encouragement of special intersegmental reviews of selected program areas, as follows:

Steps in the Evaluation of Regular Segmental Reviews of Existing Programs

The Commission staff will request the segments to submit by November 1 each year a summary of program review activities at the campus and systemwide levels during the most recent academic year. The summary

should report: (a) what programs and program areas were reviewed; (b) what kind of review was conducted (i.e., regularly scheduled review of program or department, standard review of recently initiated program, special review of program with problems, review of curriculum in preparation for accreditation visit, etc.); (c) who conducted the review; (d) what criteria were used to evaluate the program (i.e., enrollment and placement records, caliber of staff, relation to similar programs on campuses within the segment and in other segments, etc.); (e) what were the significant conclusions; and (f) what actions resulted from the review (continuation, modification, termination, or other).

The summary report should also list all programs terminated on each campus during the academic year.

Steps in the Encouragement of Special Intersegmental Reviews

In addition to reporting on the annual program review activities within the segments, Commission staff, in consultation with IPRC, will recommend a field, or fields, of study to be reviewed concurrently by all the segments during the following year. This special review is not intended to interfere with or replace any other reviews of existing programs routinely carried out by the central offices of the public segments or by their individual campuses. Indeed, such reviews may supply all information necessary for the intersegmental survey. The purpose of the intersegmental review is to establish a comprehensive body of information which should lead to more informed judgments concerning curricular issues at all levels of planning.

The intersegmental review should help answer some of the following questions:

a. Do the degree or certificate programs within the field appear to be overproducing or underproducing graduates for the related job market?

b. Do degree or certificate programs within the field represent appropriate adherence to the principle of differentiation of function?

c. What articulation or career ladder provisions are in effect within the program area?

d. What developments within related occupational fields have implications for educational programs?

The Commission staff, in consultation with the Council, will select the program area or areas to be reviewed. The selection will be based on the following considerations:

a. Significant changes in enrollment over a five-year period;
b. Uneven regional distribution of programs;
c. Large number of projected programs;
d. Rapidly changing job markets for graduates of programs; and
e. Special circumstances (request from the Governor or Legislature, unusual public interest, review in one segment already planned, or other special conditions).

For those program areas selected for review, the Commission staff will request information from each segment in the following categories, as appropriate:

a. Five-year history of enrollments and degrees granted in areas under review;

b. Program costs;

c. Records of placements; and

d. Institutional comments on relation of program to institutional mission, results of recent reviews of program, importance to students, and future plans for the program.

Commission staff will be responsible for integrating the information from all the segments, for reviewing developments within the program area and related occupational fields, and for making recommendations. In those areas in which an extensive written report seems appropriate, the Commission staff will work with a specially appointed technical advisory committee in preparing the report or consider hiring a consultant to conduct the study.

VII. STAFF RELATIONSHIPS

1. Intersegmental Program Review Council

In addition to the specific functions identified in this document, the Council will serve as the established forum for the sharing of ideas, observations, and concerns among its members. Developments related to program review within any segment--for example, plans for, or the status of, systemwide reviews of a certain field of study--should be reported at IPRC meetings. The Council will function in whatever ways seem feasible to identify, discuss, and help resolve curricular issues with intersegmental implications.

2. General Relationships

Between meetings of the Intersegmental Program Review Council, Commission staff may:

a. Initiate discussion with any segment on matters of mutual interest;

b. Request information necessary for carrying out the Commission's program review responsibilities;

c. Suggest, where appropriate, cooperative programs involving two or more segments; and

d. Identify and comment on apparent unmet needs in postsecondary programs and services.

VIII. APPEAL PROCEDURE

Any action or decision resulting from procedures described in this document may be appealed to the full Commission by any of the parties represented on the Intersegmental Program Review Council.

APPENDIX C

Criteria for Approving New Courses and Programs

(Chancellor's Office, California Community Colleges)

New courses and programs submitted to the Chancellor's Office are approved on the basis of the following five criteria, derived from the seven guiding principles of the California Postsecondary Education Commission.

1. Appropriateness to the Mission

The objectives of the proposed program, as stated in the Application for a New Program, or of the proposed course, as defined in the Course Outline of Record, are consistent with the mission of the Community Colleges as formulated in the *California Education Code* Section 66701 (from AB 1725).

This criterion supports the recently clarified mission statement of AB 1725; the requirement of the California Postsecondary Education Commission that new programs be consistent with the delineation of functions between the three segments; clarifies the requirement of Title 5, Section 55130(b)(5) that new programs be "appropriate to the objectives and conditions of higher education and community college education in California . . . "; and, finally, makes explicit the basis for Title 5, Section 55180, which prohibits for state apportionment purposes, the offering of courses that are primarily avocational.

Reference: AB 1725, Title 5, Section 55130(b)(5); Title 5, Section 55180; CPEC Guiding Principle #3.

2. Need

There must be a documented need for a program or course designed to fulfill the objectives stated in the Application for A New Program or in the Outline of Record. Need may be demonstrated by student demand data, transfer agreements and/or labor market information, as appropriate, including statistical data, employer surveys, and trend analyses. (Need may be documented differently depending upon whether the program is designed to address immediate, short-term training needs, or designed to meet long-term educational needs.)

This criterion is required by California statute and federal statute as well as by CPEC. Indeed, lack of sufficient rigor in this matter has been the basis of the criticisms leveled against current approval procedures by the Auditor General and by CPEC over a number of years. The issue here is two-fold: (a) to assure students who use their time to successfully complete community college programs that the promised job opportunities and transfer "slots" will indeed be open to them; and (b) to assure the most efficient use of scarce education dollars, preventing duplication of services between colleges.

Reference: Education Code, Section 78015, Title 5, Section 55130(b)(6); Federal Carl D. Perkins Vocational Education Act, PL 98-524; CPEC Guiding Principles #1, #2, and #4.

3. Quality of Design

Course: (a) The course has objectives whose fulfillment is capable of demonstration and (b) the course is appropriately designed to enable students to demonstrate that they have met these objectives. That is, each of the course specifications contained in the Course Outline of Record, i.e., the scope and content, the instructional environment, the materials, assignments, methods of instruction and evaluation, taken together, would normally be sufficient to enable students to meet the objectives of the course, if they are adequately prepared upon entry to the course to complete all of the assigned work to the satisfaction of the instructor.

Program: (a) The program has objectives whose fulfillment is capable of demonstration and (b) the program is appropriately designed to enable students to meet these objectives. That is, the program requirements include all courses necessary to meet the specified objectives, offered in appropriate sequence, and at the appropriate level; and the college has available qualified faculty and adequate facilities, equipment, library resources and other instructional support services to support the courses required by the program and to offer each of them at least once every two years.

This criterion provides the general principle in terms of which the Board's recently implemented new regulations on Academic Standards can be related to state approval determinations, fulfills the CPEC requirement that new programs "be of the highest possible quality," and assures consistency with the accreditation standards on educational programs of the Western Association of Schools and Colleges (WASC). The underlying approval issue is to provide for consistency of quality in similar programs across districts and assure students attracted to a given college by its advertised programs, colleges accepting transfer students from these programs, and employers hiring graduates of these programs, that the

programs are in fact designed as effectively as possible to achieve their avowed objectives.

Reference: Title 5, Sections 55002 and 55805.5; CPEC Guiding Principle #6; the WASC Accreditation Standard #2A.

4. Feasibility for the College

The proposed program or course can be initiated and maintained without jeopardizing the fiscal stability or curricular balance of the college, as indicated by the annual master plan submitted by the college, and/or supplementary fiscal and programmatic data, where needed

Current law requires the Chancellor's Office to judge the adequacy of the colleges resources for presenting proposed programs with respect to "library resources . . . facilities and equipment . . . financial support and availability of faculty." [Title 5, Section 55130(b)(7)] To fulfill this mandate, current procedures require submission of information on each of these matters, projection of proposed programs in the college master plan, and certification by the Chief Executive Officer of the college whose signature on a new program application for that college, affirms that " . . . all factors, taken as a whole, support establishment and maintenance of the proposed educational program." In addition to assuring that a college can in fact implement the program as proposed, the Chancellor's Office must support the maintenance of the accreditation standard regarding the overall balance of the curriculum.

Reference: Title 5, Section 55130(b)(7); CPEC Guiding Principle #5; the WASC Accreditation Standard #2A on Educational Programs, #3 on Institutional Staff, #7 on Physical Resources, and #8 on Financial Resources.

5. Compliance

The program or course is in accord with other applicable state and federal laws including, where relevant, the requirements of special funding provisions and/or of licensing bodies.

In addition to assuring compliance with the laws specifically cited above, the Chancellor's Office has the general responsibility to enforce, in its approval functions as in all others, the minimum standards defined in Title 5 as well as any other regulations or Board policies which may be adopted. In addition, there are laws applying only to particular types of programs or courses, such as the federal Carl D. Perkins Vocational

Education Act, or state apprenticeship or licensing provisions, or the provisions for accommodating the disabled, which the Chancellor's Office must either enforce or take into account in approving new courses and programs.

Reference: Title 5, Chapter 1 on Minimum Standards and other laws as applicable.

Approval Process

Each course and program is reviewed by a minimum of two reviewers, one a curriculum specialist from the Educational Standards and Evaluation Unit and one a content specialist. Final determination is made by the Dean of Educational Standards and Evaluation. Where the program or course raises new issues, requires special consideration, or is the subject of disagreement among reviewers, additional reviews by responsible deans or by the Vice Chancellor of Academic Affairs may be required. New program proposals which raise issues of intersegmental interest may also be reviewed by the Intersegmental Program Review Council, a mandated body consisting of the executive and staff responsible for program review in the system offices of the University of California, the California State University, and the California Community Colleges with representation from the private postsecondary institutions as well.

APPENDIX D

5-POINT PLAN
for
STREAMLINING & STRENGTHENING PROGRAM APPROVAL

OVERVIEW

Effective response to a rapidly evolving labor market and continued economic competitiveness in California are directly dependent upon the readiness with which our community colleges are able to initiate soundly conceived new programs in the areas of greatest necessity.

The function of new program approval at the state level is to assure that such essential initiatives are coordinated systemwide, in response to demonstrated needs, with no gaps or redundancies and that the programs as proposed are effectively designed to accomplish what they promise.

During the past fifteen years of program approval, several hundred new programs have been approved at the state level. With this experience, and with the substantial reforms of recent years, has come a widespread understanding of some ways in which state program approval procedures can be improved.

The following five point plan is a comprehensive set of *interdependent* proposals intended to foster discussion and to initiate the consultation process for introducing specific reforms during the academic year 1989-90. The outcomes of these reforms should be (a) more rapid approvals, properly tailored to the several types of new program development distinctive to the community colleges, and (b) a statewide Inventory of Approved Programs with few internal inconsistencies that accurately accounts for each of the more than 7000 programs now offered in community colleges.

FOR CONSULTATION
JULY, 1989

Summary of Proposed Five Point Plan

1. *Clarify (a) under what circumstances new program approval must be requested and (b) on what basis existing programs are to be inventoried, by defining 'educational program', 'substantial change', and 'part of an existing program', as these terms are used in law. Provide a conceptual framework in terms of which matters of professional judgement and state oversight may be fruitfully discussed.*

2. *Analyze how new program development actually occurs in community colleges, and the purposes of state program approval, and on the basis of this analysis, and the clarified definitions, establish approval requirements which are both clear and appropriate.*

3. *Publish the standards and criteria in use for approving new courses and programs; revise the Handbook for Course and Program approval; improve the application forms for new approvals and the internal procedures for processing these applications; and guarantee deadlines for the issuing of approvals.*

4. *Revise the Taxonomy of Programs in order to eliminate inconsistencies and misleading definitions and to assure comprehensiveness. Allow districts to correct and update their TOP codes, based upon the clarified definition of 'program', and using the revised Taxonomy.*

5. *Bring curriculum management in the community colleges in line with the other segments of higher education by delegating most degree credit course approval to local districts, under controlled conditions.*

The five points summarized above and detailed below have emerged from over two years of discussion with members of the field, in consultation sessions, in response to dozens of individual questions from the field, and in meetings, conferences, and work sessions.

They have also resulted from (i) a careful analysis of the existing Inventory of Programs and Taxonomy of Programs and the numerous criticisms and changes proposed for them; (ii) in-depth planning for the handling of course and program inventories in the new MIS system; (iii) the federal Vocational followup studies; (iv) the effort of the Department of Economic Development to match their labor market data with community college TOP codes in order to increase its usability by community college planners; (v) the work of the Academic Senate in completing the List of Disciplines for qualifying faculty; and, lastly, from (vi) the analysis of the often superb local course approval procedures thus far submitted by over 80 colleges implementing new academic standards.

These five points also follow from the current law and existing procedures for the approval of new program and course applications, and from the experience of applying these to a diversity of programs, with a careful review also of audit exceptions, the implications of the new master Plan, AB 1725, and of recent reforms in academic standards, matriculation, special services, and governance.

Finally, these five points are an effort to provide a comprehensive, coherent, and well-thought out response to the findings of the California Postsecondary Education Commission, and the Auditor General, who have repeatedly requested the development of more effective procedures for the approval and review of educational programs by the Chancellor's Office for the California Community Colleges.

ERIC Clearinghouse for Junior Colleges DEC 08 1989